

PROJECT WILD

Alignment with Maryland Voluntary State Curriculum Grades 3-5ⁱ

Project Wild Activity	Grade	Page	Reading/ Language Arts	Social Studies	Science	Mathematics
<p>HABITAT LAP SIT STUDENTS WILL (1) IDENTIFY THE COMPONENTS OF HABITAT; (2) RECOGNIZE HOW HUMANS AND OTHER ANIMALS DEPEND UPON HABITAT; AND (3) INTERPRET THE SIGNIFICANCE OF LOSS OR CHANGE IN HABITAT IN TERMS OF PEOPLE AND WILDLIFE.</p> <p>NOTE: THIS ACTIVITY INVOLVES PHYSICAL EDUCATION.</p>	5-8	61	<p>1.0 General Reading Processes: Vocabulary D. Vocabulary. Develop and apply vocabulary.</p>	None	<p>1.0 Skills & Processes: A. Constructing Knowledge B. Applying Evidence and Reasoning</p> <p>3.0 Life Science: E. Flow of Matter and Energy 1. A source of energy is needed for all organisms to grow and survive.</p> <p>6.0 Environmental Science: B. Environmental Issues</p>	None
<p>OH DEER! STUDENTS WILL IDENTIFY AND DESCRIBE FOOD, WATER, AND SHELTER AS THREE ESSENTIAL COMPONENTS OF HABITAT; DESCRIBE THE IMPORTANCE OF GOOD HABITAT FOR ANIMALS; DEFINE "LIMITING FACTORS" AND GIVE EXAMPLES; AND RECOGNIZE THAT SOME FLUCTUATIONS IN WILDLIFE POPULSTIONS ARE NATURAL AS ECOLOGICAL SYSTEMS UNDERGO CONSTANT CHANGE.</p> <p>NOTE: THIS ACTIVITY INVOLVES PHYSICAL EDUCATION.</p>	5-8+	36	<p>1.0 General Reading Processes: Vocabulary D. Vocabulary. Develop and apply vocabulary.</p>	None	<p>1.0 Skills & Processes: A. Constructing Knowledge B. Applying Evidence and Reasoning; C. Communicate Scientific Information</p> <p>Grade 5 3.0 Life Science: E. Flow of Matter and Energy 1. A source of energy is needed for all organisms to grow and survive.</p> <p>Grade 5 6.0 Environmental Science: B. Environmental Issues</p>	<p>1.0 Knowledge of Algebra, Patterns & Functions. C. Numeric & Graphic Representations: 1. Locate points on a number line & coordinate grid; b. Create a graph;</p> <p>4.0 Knowledge of Statistics: A. Data Displays. a. collect data; b. create stem & leaf graphs; c. line plot; d. double bar graph; f. determine the appropriate graph; B. Data Analysis.</p> <p>7.0 Processes of Math Relate or apply math to other disciplines & to life (a-d).</p>

Project Wild Activity	Grade	Page	Reading/ Language Arts	Social Studies	Science	Mathematics
<p>HOW MANY BEARS CAN LIVE IN THE FOREST? STUDENTS WILL DEFINE A MAJOR COMPONENT OF HABITAT; AND IDENTIFY A LIMITING FACTOR.</p>	5-8	23	<p>1.0 General Reading Processes: Vocabulary D. Vocabulary. Develop and apply vocabulary.</p> <p>Phys ed</p>	None	<p>1.0 Skills & Processes: A. Constructing Knowledge B. Applying Evidence and Reasoning</p> <p>3.0 Life Science: E. Flow of Matter and Energy 1. A source of energy is needed for all organisms to grow and survive.</p> <p>6.0 Environmental Science: B. Environmental Issues</p>	<p>6.0 Knowledge of Number Relationships & Computation: C. Number Computation: (add, subtract, multiply, divide).</p> <p>7.0 Processes of Math Relate or apply math to other disciplines & to life (a-d).</p>
<p>WHAT'S THAT HABITAT? STUDENTS WILL IDENTIFY THEIR OWN BASIC OR NEEDS FOR FOOD, WATER, SHELTER AND SPACE IN A SUITABLE ARRANGEMENT; AND GENERALIZE THAT WILDLIFE AND OTHER ANIMALS HAVE SIMILAR BASIC NEEDS.</p>	K-4	56	<p>1.0 General Reading Processes: Vocabulary D. Vocabulary. Develop and apply vocabulary.</p> <p>4.0 Writing: 2 (a) Compose oral, written, and visual presentations (drawing; journals).</p> <p>6.0 Listening: attend & respond to the speaker; asking questions; summarizing; following a set of directions.</p>	None	<p>1.0 Skills & Processes C. Communicate Scientific Information</p> <p>Grade 4 3.0 Life Science: E. Flow of Matter and Energy 1. Recognize food as the source of materials that all living things need to grow and survive (animals & what plants need to grow); F. Ecology. 1. a. competition for habitat; d. changes in habitat are sometimes beneficial and sometimes harmful.</p>	None

Project Wild Activity	Grade	Page	Reading/ Language Arts	Social Studies	Science	Mathematics
<p>LEARNING TO LOOK, LOOKING TO SEE STUDENTS WILL DESCRIBE DIFFERENCES SEEN IN AN ENVIRONMENT AS THE RESULT OF CASUAL AND DETAILED OBSERVATION; AND GIVE REASONS FOR THE IMPORTANCE OF LOOKING CLOSELY AT ANY ENVIRONMENT.</p> <p>NOTE: THIS ACTIVITY CAN INVOLVE ART.</p>	K-8	278	<p>1.0 General Reading Processes: Vocabulary D. Vocabulary. Develop and apply vocabulary.</p> <p>4.0 Writing: 2 (a) Compose oral, written, and visual presentations (drawing; journals;</p> <p>6.0 Listening: attend & respond to the speaker; asking questions; summarizing; following a set of directions.</p>	None	<p>1.0 Skills & Processes A. Constructing Knowledge; B. Applying Evidence and Reasoning</p> <p>Grade 4 3.0 Life Science. A. Diversity of Life: 1. Explain how animals and plants can be grouped according to observable features (classification).</p>	None
<p>STORMY WEATHER STUDENTS WILL GENERALIZE THAT HUMANS AND WILDLIFE SHARE ENVIRONMENTS AND EXPERIENCE SOME OF THE SAME NATURAL PHENOMENA.</p> <p>NOTE: THIS ACTIVITY CAN INVOLVE MUSIC.</p>	5-8	85	<p>6.0 Listening: attend & respond to the speaker; asking questions; summarizing; following a set of directions.</p> <p>[Evaluation: Write a Story Grade 5 4.0 Writing: 1. Compose to express personal ideas, inform, and persuade; 4. ID how language choices affect thoughts and feelings; 5. Assess the effectiveness of details, word choice, syntax, use of figurative language, and rhetorical devices in the student's own composing].</p>	None	<p>[potential exists to meet 3.0 Life Science: A. Diversity of Life 1. Explain that some kinds of plants and animals survive well, some less well, and some cannot survive at all (adaptations & environmental conditions due to sudden (flood) or slow (global warming; pollution) changes in the environmental].</p>	None

Project Wild Activity	Grade	Page	Reading/ Language Arts	Social Studies	Science	Mathematics
<p>TO CLOSE FOR COMFORT STUDENTS WILL DESCRIBE POSSIBLE NEGATIVE CONSEQUENCES FOR PEOPLE AND WILDLIFE UNDER CONDITIONS OF CROWDING, AND IDENTIFY WAYS PEOPLE CAN BEHAVE IN ORDER TO REDUCE NEGATIVE CONSEQUENCES OF CROWDING FOR WILDLIFE.</p>	K-4	300	None	<p>Grade 3 & 4 3.0 Geography: D. Modifying & Adapting the Environment (meeting human needs; litter; destroying /altering habitat & consequences land use; growth of suburbia/pollution; protecting the environment).</p>	<p>[potential exists to meet Grade 4 3.0 Life Science: F. Ecology. 1. Explain ways that individuals and groups of organisms interact with each other and their environment: a. competition for habitat – if the need for habitat “space” is introduced].</p>	<p>Grade 3 3.0 Knowledge of Measurement: A. Measurement Units. a. Estimate & determine length (centimeter & inch).</p>
<p>ENVIRONMENTAL BAROMETER STUDENTS WILL OBSERVE AND COUNT WILDLIFE IN AN AREA, DISCUSS WHY WILDLIFE IS OR IS NOT PRESENT, AND CONSIDER WAYS IN WHICH THE PRESENCE OF WILDLIFE CAN BE SEEN AS AN INDICATOR OF ENVIRONMENTAL QUALITY</p>	PK-4	77	<p>1.0 General Reading Processes: Vocabulary D. Vocabulary. Develop and apply vocabulary.</p> <p>4.0 Writing: 2 (a) Compose oral, written, and visual presentations (drawing; journals).</p>		<p>1.0 Skills & Processes A. Constructing Knowledge B. Applying Evidence and Reasoning.</p> <p>Grade 4 3.0 Life Science. A. Diversity of Life: 1. Explain how animals and plants can be grouped according to observable features (classification); E. Flow of Matter and Energy. 1. Recognize food as the source of materials that all living things need to grow and survive (animals & what plants need to grow); F. Ecology. 1. a..competition for habitat; d. changes in habitat are sometimes beneficial and sometimes harmful.</p>	

Project Wild Activity	Grade	Page	Reading/ Language Arts	Social Studies	Science	Mathematics
<p>SATURDAY MORNING WILDLIFE WATCHING STUDENTS WILL DISCRIMINATE BETWEEN REALISTIC AND UNREALISTIC PORTRAYALS OF WILDLIFE AND OTHER ANIMALS IN CARTOONS; IDENTIFY POSSIBLE INFLUENCES ON PEOPLE FROM WATCHING CARTOONS; AND MAKE JUDGEMENTS ABOUT APPROPRIATE AND INAPPROPRIATE BEHAVIORS THEY THINK CAN RESULT FROM CARTOON WATCHING.</p>	5-8	184	<p>1.0 General Reading Processes: Vocabulary D. Vocabulary. Develop and apply vocabulary.</p> <p>[Evaluation #4. Grade 5 4.0 Writing: Compose to express personal ideas, inform, and persuade; 4. ID how language choices affect thoughts and feelings; 5. Assess the effectiveness of details, word choice, syntax, use of figurative language, and rhetorical devices in the student’s own composing].</p>	None	<p>1.0 Skills & Processes A. Constructing Knowledge; B. Applying Evidence and Reasoning</p> <p>With OPTIONAL component only: 3.0 Life Science: A. Diversity of Life 1. Some kinds of plants and animals survive well, some less well and some cannot survive at all (adaptations & environmental conditions).</p>	None
<p>QUICK FROZEN CRITTERS [CAN BE MODIFIED FOR YOUNGER OR OLDER STUDENTS; SIMPLIFY THE DISCUSSION FOR YOUNGER STUDENTS] STUDENTS WILL DISCUSS PREDATOR/PREY RELATIONSHIPS, INCLUDING ADAPTATIONS; DESCRIBE THE IMPORTANCE OF ADAPTATIONS IN PREDATOR/PREY RELATIONSHIPS; AND RECOGNIZE THAT LIMITING FACTORS – INCLUDING PREDATOR/PREY RELATIONSHIPS—AFFECT WILDLIFE POPULATIONS.</p> <p>NOTE: THIS ACTIVITY CAN INVOLVE PHYSICAL EDUCATION.</p>	5-8	122	<p>1.0 General Reading Processes: Vocabulary D. Vocabulary. Develop and apply vocabulary.</p> <p>[Evaluation #4: Write about a predator: 4.0 Writing: Compose to express personal ideas, inform, and persuade; 4. ID how language choices affect thoughts and feelings; 5. Assess the effectiveness of details, word choice, syntax, use of figurative language, and rhetorical devices in the student’s own composing].</p>	None	<p>1.0 Skills & Processes B. Applying Evidence and Reasoning</p> <p>3.0 Life Science: A. Diversity of Life 1. Some plants & animals survive well, some less well, and some not at all (adaptations & environmental conditions; population dynamics); E. Flow of Matter and Energy. 1. Energy is needed for all organisms to grow and survive; justify the statement “Almost all animals’ food can be traced back to plants”).</p>	None

Project Wild Activity	Grade	Page	Reading/ Language Arts	Social Studies	Science	Mathematics
<p>WHAT DID MY LUNCH COST WILDLIFE? STUDENTS WILL TRACE SOME FOODS FROM THEIR SOURCE TO THE CONSUMER; IDENTIFY THE IMPACT THOSE FOODS AND THEIR PROCESSING HAVE ON WILDLIFE AND THE ENVIRONMENT IN GENERAL; AND RECOMMEND, WITH EXPLANATIONS, SOME FOOD HABITS THAT COULD BENEFIT WILDLIFE AND THE REST OF THE ENVIRONMENT.</p> <p>NOTE: THIS ACTIVITY CAN INVOLVE HEALTH SCIENCE.</p>	5-8	68	<p>4.0 Writing: Compose to express personal ideas, inform, and persuade.</p>	<p>Grade 3 & 4 3.0 Geography: D. Modifying & Adapting the Environment (meeting human needs; litter; destroying /altering habitat & consequences land use; growth of suburbia/pollution; protecting the environment).</p>	<p>1.0 Skills & Processes A. Constructing Knowledge; B. Applying Evidence and Reasoning; C. Communicate Scientific Information</p> <p>6.0 Environmental Science: A. Natural Resources & Human Needs; B. Environmental Issues</p>	None

PROJECT WILD - AQUATIC

Alignment with Maryland Voluntary State Curriculum Grades 6-8ⁱ

Project Wild-Aquatic Activity	Grade	Page	Reading/ Language Arts	Social Studies	Science	Mathematics
<p>WETLAND METAPHORS STUDENTS WILL DESCRIBE THE CHARACTERISTICS OF WETLANDS, AND EVALUATE THE IMPORTANCE OF WETLANDS TO WILDLIFE AND HUMANS</p> <p>NOTE: IN ORDER TO MEET LANGUAGE ARTS, THIS ACTIVITY WOULD NEED TO BE CONDUCTED IN 4TH GRADE.</p>	5-8	39	<p>1.0 General Reading Processes: Vocabulary D. Vocabulary. Develop and apply vocabulary.</p> <p>[Grade 4 2.0 A. Comprehension of Informational Text. 5. Identify & explain author’s use of language (similes & metaphors)].</p>	<p>[potential exists to meet Grade 3 &4 3.0 Geography: D. Modifying & Adapting the Environment (meeting human needs; litter; destroying /altering habitat & consequences land use; growth of suburbia/pollution; protecting the environment].</p>	<p>3.0 Life Science: A. Diversity of Life. 1. Some kinds of plants and animals survive well, some less well, and some not at all (adaptations & environmental conditions); E. Flow of Matter & Energy 1. Energy is needed for all organisms to grow /survive.</p> <p>6.0 Environmental Science: B. Environmental Issues.</p>	None
<p>MIGRATION HEADACHE STUDENTS WILL LIST LIMITING FACTORS AFFECTING HABITATS AND POPULATIONS OF MIGRATING WATER BIRDS, PREDICT THE EFFECTS OF SUCH LIMITING FACTORS, DESCRIBE THE EFFECTS OF HABITAT LOSS AND DEGRADATION ON POPULATIONS OF MIGRATING WATER BIRDS, AND MAKE INFERENCES ABOUT THE IMPORTANCE OF SUITABLE HABITAT FOR MIGRATING WATER BIRDS.</p> <p>NOTE: THIS ACTIVITY INVOLVES PHYSICAL EDUCATION.</p>	5-8	15	<p>1.0 General Reading Processes: Vocabulary D. Vocabulary. Develop and apply vocabulary.</p>	<p>Grade 3 &4 3.0 Geography: D. Modifying & Adapting the Environment (meeting human needs; litter; destroying /altering habitat & consequences land use; growth of suburbia/pollution; protecting the environment).</p>	<p>1.0 Skills & Processes: A. Constructing Knowledge B. Applying Evidence and Reasoning</p> <p>3.0 Life Science: A. Diversity of Life. 1. Some kinds of plants and animals survive well, some less well, and some not at all (adaptations & environmental conditions); E. Flow of Matter & Energy 1. Energy is needed for all organisms to grow /survive.</p> <p>6.0 Environmental Science: B. Environmental Issues.</p>	None

Project Wild-Aquatic Activity	Grade	Page	Reading/ Language Arts	Social Studies	Science	Mathematics
<p>FASHION A FISH STUDENTS WILL DESCRIBE ADAPTATIONS OF FISH TO THEIR ENVIRONMENT, DESCRIBE HOW ADAPTATIONS CAN HELP FISH SURVIVE IN THEIR HABITATS, AND INTERPRET THE IMPORTANCE OF ADAPTATIONS IN ANIMALS.</p> <p>NOTE: THIS ACTIVITY INVOLVES ART.</p>	K-4+	56	<p>1.0 General Reading Processes: Vocabulary D. Vocabulary. Develop and apply vocabulary.</p>	None	<p>1.0 Skills & Processes A. Constructing Knowledge; B. Applying Evidence and Reasoning; C. Communicate Scientific Information.</p> <p>Grade 4. 3.0 Life Science. A. Diversity of Life: 1. Animals & plants can be grouped according to observable features (classification); D. Evolution: 1. Differences give individuals an advantage in surviving & reproducing; E. Flow of Matter and Energy: 1. All living things need food to grow & survive; F. Ecology: 1. Individuals & groups of organisms interact with each other & their environment: a.-d.</p> <p>Grade 5 3.0 Life Science. A. Diversity of Life 1. Some plants & animals survive well, some less well, & not at all (adaptations & environmental conditions) due to sudden (flood) or slow (global warming; pollution).</p>	None

Project Wild-Aquatic Activity	Grade	Page	Reading/ Language Arts	Social Studies	Science	Mathematics
<p>ARE YOU ME? STUDENTS WILL RECOGNIZE VARIOUS YOUNG STATES OF AQUATIC ANIMALS AND MATCH THEM WITH CORRESPONDING ADULT STAGES [METAMORPHOSIS]</p>	K-4		<p>1.0 General Reading Processes: Vocabulary D. Vocabulary. Develop and apply vocabulary.</p>	None	<p>Grade 4 3.0 Life Science. A. Diversity of Life: 1. Animals & plants can be grouped according to observable features (classification); [potential exists to meet: C. Genetics. 1. For offspring to resemble their parents, there must be a reliable way to transfer information from one generation to the next].</p>	None
<p>PLASTIC JELLYFISH STUDENTS WILL (1) DESCRIBE THE POTENTIAL EFFECTS OF PLASTIC WASTE ON AQUATIC WILDLIFE AND HABITAT, AND (2) IDENTIFY SPECIFIC ACTIONS THEY CAN TAKE TO HELP REMEDY THE PROBLEM.</p>	K-4	128	<p>1.0 General Reading Processes: Vocabulary D. Vocabulary. Develop and apply vocabulary.</p>	<p>Grade 3 & 4 3.0 Geography: D. Modifying & Adapting the Environment (meeting human needs; litter; destroying /altering habitat & consequences land use; growth of suburbia/pollution; protecting the environment).</p>	<p>1.0 Skills & Processes: A. Constructing Knowledge; B. Applying Evidence and Reasoning; C. Communicate Scientific Information.</p> <p>Grade 4 B. Environmental Issues 1. Recognize and describe that people depend on, change, and are affected by the environment (how a community is affected by environmental factors).</p>	<p>[potential exists to meet Grade 4. 4.0 Knowledge of Statistics: A. Data Displays. a. collect data; b. display data on a line plot or frequency table].</p> <p>6.0 Knowledge of Number Relationships & Computation. C. Number Computation: (add, subtract, multiply, divide).</p> <p>7.0 Processes of Math Relate or apply mathematics within the discipline, to other disciplines, and to life (a-d).</p>

ⁱ Activities meet standards as noted. When a standard is listed without notation, the activity meets the standard fully for all applicable grades for that activity.